DOCUMENT RESUME

ED 316 982 EC 230 038

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TITLE Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
INSTITUTION Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.
SPONS AGENCY Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE 89
GRANT 89-554
NOTE 23p.; For related documents, see EC 230 039-042.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Accessibility (for Disabled); Administrative Policy; *Assistive Devices (for Disabled); Consumer Education; Delivery Systems; *Disabilities; Electronic Equipment; Financial Support; *Information Dissemination; Information Needs; Legislation; *Needs Assessment; Personnel; Rehabilitation; State Programs; State Surveys; Technical Assistance; *Technology
IDENTIFIERS *Arkansas; Technology Access for Arkansans

ABSTRACT

The Technology Access for Arkansans (TAARK) project has focused on identifying the need for and quality of technology provisions for the disabled in the state, disseminating information, and developing a state plan. This paper summarizes meetings held by six study groups formed to facilitate the planning process. Each group was assigned a specific task relevant to the general outcomes conceptualized for the project. This document presents for each group a statement of the task, procedures used, a summary, and conclusions and recommendations. The Personnel Issues Study Group examined issues relevant to personnel training needs regarding technology in Arkansas. The National Service Delivery Models Study Group reviewed and evaluated existing service delivery models addressing the technology needs of persons with disabilities. The Information Dissemination and Public Awareness Study Group examined issues related to public awareness of technology and technology-related services in Arkansas. The Legislation and Administrative Policies Study Group considered which, if any, legislation existed at both the state and federal levels that supported technology-related assistance for persons with disabilities. The Public and Private Funding Issues Study Group considered the principal conditions (such as fragmentation of funding among public and private sectors) which impede funding for technology and services for people with disabilities. Finally, the Consumer Needs Study Group developed a systematic process for obtaining consumer information to facilitate planning efforts. Six tables detail some study group findings. (DB)

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Technology Access For Arkansans
Project TAARK

Proceedings of the Planning Conference held at DeGray Lodge March 22-23, 1989

Cooperating Agencies:
Arkansas Children's Hospital
Arkansas Easter Seal Society
Ark Special Education Resource Center
Association for Retarded Citizens/AR
Division of Rehabilitation Services, DHS
UA-University Affiliated Programs on DD
University of Arkansas at Little Rock

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Project TAARK is funded in part by Grant No. 89-554 from the Arkansas Governor's Developmental Disabilities Planning Council, funded in part by the University of Arkansas at Little Rock, and funded in part by the University of Arkansas-University Affiliated Programs on Developmental Disabilities. However, the content does not necessarily reflect the position or policy of any of the aforementioned organizations, and no official endorsement of these materials should be inferred.

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Proceedings from the DeGray Lodge Retreat
March 22-23, 1989

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Office of the Deaf and Hearing Impaired

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Special Education Resource Center

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Summary of the Technology Access for Arkansans (TAARK) Model

Representing a cooperative effort to find solutions to problems Arkansans with disabilities have in obtaining technology, the TAARK Project was initiated by seven public and private agencies including Arkansas Children's Hospital, Arkansas Easter Seal Society, the Arkansas Special Education Resource Center, the Association for Retarded Citizens/Arkansas, the Department of Human Services Division of Rehabilitation Services, The UA-University Affiliated Programs for Developmental Disabilities, and the University of Arkansas at Little Rock. These groups targeted the following as priorities for the project: (a) to identify the need for and quality of technology provisions in Arkansas; (b) to disseminate information about appropriate technology and funding; (c) to educate Arkansans about technology and advocacy; (d) to develop a comprehensive state plan; and (e) to provide technical assistance to the Arkansas Developmental Disabilities Planning Council.

Since its inception, 22 agencies/groups have now become affiliated with this unique undertaking. The project, reflects a true systems approach towards providing appropriate technology and technology-related services to *all* Arkansans with disabilities. This interagency/interdisciplinary technology coalition of special educators, speech therapists, occupational therapists, rehabilitation specialists, advocacy experts, and professionals from a variety of other fields reflects the *first coordinated effort* to improve technology services and provisions in this state.

In order to facilitate the planning processes, six study groups were organized and presented with specific tasks relevant to the conceptualized general outcomes for the project. These groups have met periodically since January of 1989, and the results of their work became crystallized at the DeGray Lodge Retreat in the form of oral study group reports presented to those in attendance. This document provides a vehicle for the dissemination of the written versions of those reports.

Copies of this document may be obtained on request.

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PERSONNEL ISSUES STUDY GROUP REPORT

I. Statement of the Task

The Personnel Issues Study Group was presented with the task of examining issues relevant to personnel training needs regarding technology in the State of Arkansas. This included a study of existing patterns of personnel preparation and training, and the formulation of suggestions which would guide individuals in the state planning process.

II. Procedures

The Personnel Issues Study Group used information volunteered by professionals during informal data gathering activities and the expressed concerns of consumers, in its efforts to identify issues currently impacting upon the State of Arkansas. Much valuable information will be provided by a professional survey being drafted by the Consumer Needs Study Group. Based on the data generated by study, the Study Group will identify more specific recommendations for consideration in planning activities.

III. Summary

The Personnel Issues Study Group used statistical data compiled by a variety of State agencies in its initial examination of the personnel needs within the State of Arkansas. Sources of information are attached as tables and include: the U.S. Bureau of the Census; the UALR Demographic Research Center for Information Services; the Arkansas Legislative Sub-Committee on Definition and Agency Responsibility for the Developmentally Disabled and the Governor's Developmental Disabilities Planning Council; and the Arkansas Department of Human Services, Division of Aging and Adult Services. References to each of these sources of information will be made in the following section.

IV. Conclusions and Recommendations

Reflected in Table 1 are figures relative to the numbers of persons residing in the state who have developmental disabilities. These data, coupled with Bureau of the Census figures (see Table 2) are suggestive of a steadily increasing trend toward greater numbers of persons with disabilities among the general population being anticipated by the year 2000 *in each age group*. However, increases in total population by age group are reflected primarily in the age groups 18 and above (see Table 2, Figure 1). The aging population, in particular, will continue to evidence an increasing constituency of the state's population base as noted in Figure 1. Similarly, significant numbers of noninstitutionalized Arkansans have been identified as existing in both urban and rural sectors of the state with regard to work and transportation disability status according to the Bureau of the Census. Tables 3-6 report figures pertaining to the number of professionals *currently providing* services to persons with disabilities in the public schools, as well as the number of professionals *needed*.

A. The Study Group suggests that given the rural nature of many sections of the State of Arkansas, and, in light of the fact that a disproportionate number of Arkansans with disabilities across *all* age groups may reside in these geographic locales, a model of service delivery must be developed which meets the needs of*both* rural and urban areas of the state in any comprehensive state planning efforts.

B. The Study Group notes that significant numbers of paraprofessionals are currently cinvolved in service delivery settings for persons with disabilities. Many of these personnel are inadequately trained to meet the technology needs of Arkansans with disabilities. Hence, strategies for providing training to professionals and paraprofessionals must be incorporated into any comprehensive state planning efforts.

C. Since the number of Arkansans who are elderly will continue to increase into the year 2000, training for persons involved in service delivery to the elderly with regard to technology must be a critical component of a state plan.

D. The Study Group finds that high schools and vocational/technical schools in the State of Arkansas are key areas for technology-related personnel preparation focus in state planning efforts given the tremendous potential labor force produced in these training sites.

E. The Study Group finds that there is a need to establish a mechanism for assessing existing systems of personnel training, identifying those agencies in rural and urban settings which are most active in in-service training.Efforts must be made to utilize existing model personnel training programs to provide technology-related training to personnel.

F. The Study Group recommends that a mechanism be developed whereby the currently existing networking system in Arkansas be expanded to disseminate information about technology legislation, services, and devices. It is suggested that this be expedited via an organized statewide public awareness campaign in conjunction with other state planning activities.

G. The Study Group recommends the establishment of an *interagency personnel preparation resource office* for information dissemination which would develop and disseminate personnel training materials to sites in both rural and urban settings. It is recommended that existing Special Education Cooperatives be employed to assume/ house such an information dissemination office.

H. The Study Group recognizes the importance of a *transitions component* in any comprehensive state planning effort. Thus, it is recommended that a coordinated effort be made to cooperate with institutions of higher learning to develop a mechanism for training professionals to deal with persons with disabilities, assisting them to move from more to less restrictive environmental settings utilizing technology. Inherent in such a cooperative planning activity is a *"total integration"* approach wherein the 24-hour needs of persons with disabilities are given consideration.

I. The Study Group notes that information gained from a survey of professionals currently involved in service provision to Arkansans with disabilities will enable deficiencies in existing personnel preparation programs to be identified. It is recommended that college/university departmental chairpersons involved in professional training programs be contacted and queried regarding existing curriculum. *"Information exchange"* would be emphasized in such contacts whereby technology legislation and other information be disseminated.

J. The Study Group recommends the establishment of a consortium of higher educators to act as an advisory/facilitation body to explore the possibilities of curriculum changes within the state's schools of higher learning.

K. The Study Group recommends that a draft document be formulated reflecting the support of a cadre of administrators of various agencies/groups serving persons with disabilities across the state. This document would be used in public information activities as well as to facilitate acceptance of the need to train personnel in existing service delivery systems with regard to technology and how it can enhance the lives of persons with disabilities.

NATIONAL SERVICE DELIVERY MODELS STUDY GROUP REPORT

I. Statement of the Task

The Study Group was presented with the task of reviewing and evaluating existing service delivery models around the country that address the technology needs of persons with disabilities. The critical components of the plans examined will be identified with implications for Arkansas planning efforts delineated.

II. Procedures

Technology information has been requested from various states and the Group is still awaiting the receipt of materials from a number of states; thus, there has not been an opportunity to review enough plans to formulate any final recommendations.

III. Summary

Based on tentative data obtained in initial information gathering activities, the Study Group has gained consensus on several pertinent issues that merit discussion. The underpinning for the consensus is that this project must effectively promote the application of human ingenuity toward the development of human potential.

IV. Conclusions and Recommendations

The Study Group expresses its concern that if a truly model plan relating to technology and technology-related assistance for the State of Arkansas be developed, the following components must be considered:

A. *Continuing Consumer Input and Control* -- Paramount to *all* concerns must be our sensitivity in the planning processes and in the resulting plan to consumer access and input. All modes of communication must be employed if the system is to be truly consumer accessible. Furthermore, in order to insure that the system designed is truly consumer responsive, there should be maximum opportunity for consumer input, including active, majority participation in the board, advisory committees, and councils.

Since many consumers have never had the opportunity to serve on such policymaking bodies, the system must also empower consumers to insure their participation is effective. The Study Group felt that it is important, somehow, to insure that the ideas, feeling, and concerns are given credence and importance and not be subject to the subtle power dynamics that can result in "tokenism", rather than respect.

Consumer review and input should also be inherent in quality assurance. In other words, the system of services created should be evaluated on an ongoing and annual basis by consumers, through satisfaction surveys, public forums, and other external means.

B. *Rights, Ethics, and Advocacy* -- If any system is to be truly consumer responsive, it must include in its focus viable, strong mechanisms for insuring rights protection, ethical practices, and individual advocacy.

C. *Independence* -- The technology services provided, including evaluation, counseling, training, maintenance, etc., should be provided independent of any existing bureaucracy. The incidence is high of the needs of individuals being lost in mountains of red tape. If the Arkansas system of technology services is to truly be consumer-responsive and consumer-driven, bureaucratic roadblocks and eligibility exclusions must be eliminated. This is particularly important in relation to how consumer requests for technology are approved. A majority of consumers should be involved in making these decisions.

D. *Access* -- The question was posed, "Who has access; Who is eligible?" Currently, eligibility is defined by the particular agency offering a service. The State Plan should provide for access to technology for a broad spectrum of individuals who have physical and mental challenges of *all* kinds. Access is also important in regard to the rural nature of our state. How will we serve individuals in sparsely occupied counties--through regional centers? through a technology mobile? Services should be available to all who need them. Some type of provision should also exist for a technology "playground" where consumers can try out items and used items donated and loaned out again--a lending library.

Although broad access is desired, realistic limitations must sometimes be due to limited funds. The plan must define priorities of who will receive technology services first and/or when only limited resources are available.

E. *Information* -- The plan for technology services must center around an integrated, comprehensive, up-to-date information system that is available to all via braille, videotape, audio tape, and other types of communication for people with disabilities. Special attention also needs to be given to the many individuals with disabilities who, because of poor educational opportunities, are functionally illiterate.

F. *Education* -- Education is critical. Education in regard to technology should be provided for consumers, families, professionals, employers, front line workers, administrators, and the public. Education should target technologies that are available, training on devices, advocacy and ethical issues, insurance and maintenance issues. There should also be mandatory disability sensitivity training for all workers and professionals who are, for 60% or more of their time, involved in client services. The sensitivity training should include simulation exercises in which staff are required to be technology dependent in some major life area for a period of time, to change attitudes within existing systems as well as in the public eye.

G. *Funding* -- The issue of how the service plan is going to be funded is also critical. The plan developed should not only address what will happen when we are successful in securing federal funding, but, even more importantly, what will happen if Arkansas is not funded initially or in the following year. It should also address how the plan will be funded when federal funds are discontinued after a time.

H. *Systemic Change* -- There must exist incentives and the removal of disincentives for global networking across traditional agency lines as well as among the public/private sector. Awards should be available for professionals who provide the most creative efforts toward networking, to consumers who generate innovative solutions to problems, and to private industry for efforts on behalf of individuals with disabilities. There should also be incentives for private industry to come to Arkansas, to become involved in rehabilitation engineering and related areas. It is also critical that front-line staff get the support that they need to effectively inform and empower consumers and families.

I. *Report Considerations* -- The Study Group feels strongly that the plan, once finalized, should be written in a style that eliminates cumbersome reading. While the original plan should be detailed and comprehensive, it is suggested that a need exists to develop summary documents that are designed (1) for administrators and professionals, and (2) for consumers, parents, and the general public. Pleasing graphics should be used with cooperative statements to define impact. The final report should also be made available in braille, large print, and on tape, to insure that it is truly accessible to consumers.

INFORMATION DISSEMINATION AND PUBLIC AWARENESS STUDY GROUP REPORT

I. Statement of the Task

The Study Group was presented with the task of examining issues which relate to public awareness of technology and technology-related services in our state. The Study Group recognizes at the outset that societal expectations are evidencing significant changes with regard to persons with disabilities. Similarly, the very nature of how disabilities are perceived by our society is changing, due to a large degree from improvements in science and technology.

II. Procedures

In order to examine the level of public awareness and extent of information dissemination relating to technology in the State of Arkansas, the Study Group has informally interviewed personnel from various service delivery systems in the state and has relied on direct observation of components of the existing service delivery system.

III. Summary

The Study Group finds the following:

A. There is no systematic way to disseminate information regarding the application of technology;

B. There is no way for elderly people or those with temporary medical needs to acquire information regarding available technology;

C. There is no site where persons with disabilities can gain access to equipment to assess the practical applications of using the equipment;

D. There is no comprehensive, fully- staffed information center for information and referral;

E. There is no general public awareness campaign currently existing to emphasize the human potential which can be enhanced with technology; and

F. There is no centralized resource center offering state-of-the-art technology training.

IV. Conclusions and Recommendations

Based on the foregoing, the Study Group makes the following recommendations:

A. The State of Arkansas should develop a comprehensive information system on the use of technology and other disability-related issues. This system should be marketed to all citizens for use.

B. The State of Arkansas should develop specialty technology demonstration centers which would provide statewide services. As these centers are developed, emphasis would shift from the state level to developing regional technology services to local services.

C. The State of Arkansas should develop in-depth public awareness campaigns to impact different levels within the community in order to successfully integrate individuals with disabilities into the community. Emphasis is needed on the person's ability which is enhanced by the use of technology.

D. Information dissemination relating to technology/disability information in Arkansas should assume many forms, including, but not limited to: newsletters, fact sheets, product demonstration, public service announcements, newspapers, television, state fairs, posters, videos, and job fairs.

LEGISLATION AND ADMINISTRATIVE POLICIES STUDY GROUP REPORT

I. Statement of the Task

The Study Group was presented with the task of identifying which, if any, legislation existed at *both* the state and federal levels that supported technology-related assistance for persons with disabilities.

II. Procedures

A review of legislation at both the state and federal level was conducted. The primary source of information for this review is noted as a reference. A SpecialNet search was conducted whereby a request for information regarding technology legislation in other states was made. Telephone contacts with technology planning groups in Minnesota and New York were made.

III. Summary

The Study Group offers the following findings as a result of its activities to date:

A. Arkansas has no specific technology legislation. There has been state legislation. State legislation has been enacted to support federal mandates.These include, but have not been limited to Act 102, amended in 1989, Act 484 (*White Cane Act*), Act 201 (*Vending Facility Rights to the Blind in State Owned Buildings*), various building codes, and fire prevention laws.

B. Federal legislation, in addition to P.L. 100-407, exists which may directly or indirectly assist persons with disabilities to access technology. These include *Vocational Rehabilitation Act Amendments of 1986* (P.L. 99-506); *Developmental Disabilities Assistance Act Amendments of 1987* (P.L. 100-146); *Helen Keller National Center Act of 1987; Education for All Handicapped Children Act of 1975* (P.L. 94-142); *Education of Handicapped Act Amendments of 1986* (P.L. 99-457); *Elementary and Secondary School Improvement Act of 1987* (P.L. 100-297); *Social Security Act* (P.L. 99-509); and*State Operated and State Supported Schools Act* (P.L. 89-313).

C. Four states responded to the SpecialNet search. Of those responding, three indicated that they did *not* have state legislation which addressed technology. Minnesota failed to respond affirmatively, as their state legislation is under-going review processes.

D. Rachel Wobschall, representing Minnesota's Science and Technology Authority, reported that their agency's budget is designated by the state legislature every two years. Minnesota is currently preparing legislation to create a loan program that would enable persons with disabilities to purchase assistive devices; however, little legislative support appears to exist for this legislation at this juncture in time. She also reported that Medicaid's interpretation of habilitative services now includes technology. Minnesota, like other states, primarily relies on existing legislation to provide for the technology needs of persons with disabilities.

E. Massachusetts has legislated an Adaptive Equipment Loan Program.

F. California guarantees loans for adapting vehicles and assistive devices through its Department of Vocational Rehabilitation.

G. New York has a revolving loan program for persons with disabilities who need assistive devices.

H. Maine has low-interest loan legislation enabling consumers to purchase technology equipment.

IV. Conclusions and Recommendations

Legislative recommendations are pending completion of legislative reviews and reports from the various Study Groups of the TAARK project.

PUBLIC AND PRIVATE FUNDING ISSUES STUDY GROUP REPORT

I. Statement of the Task

Within Arkansas, there appears to exist three principal conditions which impede funding for technology and services for persons with disabilities. These three conditions include (a) fragmentation of funding among public and private sectors; (b) lack of coordination among these agencies; and (c) policies and regulations of each of these agencies.

II. Procedures

In order to identify funding sources and/or impediments to access of funding experienced by Arkansans with disabilities, the Public and Private Funding Issues Study Group conducted surveys of known mechanisms which provide such services. Though this survey is, to date, incomplete, tentative data obtained provide the basis for any recommendations at this juncture in time.

III. Summary

Survey data of existing funding mechanisms for persons who have disabilities is incomplete, and will be an ongoing activity in the weeks ahead. It has been noted that an independent system of case management for persons with disabilities is nonexistent in the state. Also, there is a lack of a consumer funding advocacy system; a lack of continuity of supports for persons with disabilities through the lifespan, i.e., birth, school, employment, later years; and a lack of benefits for rehabilitation equipment through private insurance.

IV. Conclusions and Recommendations

Based on its initial findings,the Study Group recommends the following:

A. The development of greater private sector involvement as a funding resource for persons with disabilities is warranted. Examples of such corporations/organizations include IBM and AP & L.

B. State legislation is necessitated that would empower/require private insurance companies to provide rehabilitation equipment to persons with disabilities.

C. Lobbying is warranted at the federal level to facilitate legislation which would broaden eligibility criteria to promote the availability of technology to a wider range of persons with disabilities.

D. A funding pool is needed to assist in providing technology to persons who may have "fallen through the cracks" of the existing state service delivery system. Funds for this pool might initially be funded through a seed endowment provided via the technology grant, and/or with matching funds from a variety of state agencies. An initial figure of $50,000.00 might be advantageous in the first phase of developing the proposed funding pool.

CONSUMER NEEDS STUDY GROUP REPORT

I. Statement of the Problem

Consumers who have disabilities in Arkansas have many problems that are similar to needs expressed by persons with disabilities in other states. They also may have unique needs that can be ascertained only through the development of some type of systematic data collection process. Similarly, professionals who are involved in service delivery systems for persons with disabilities have needs for information/training. Comprehensive planning activities relevant to the Technology Access for Arkansans (TAARK) project must, of necessity, rely on data providing for decision-making. In order to assist the various study groups in this project, the Consumer Needs Study Group was assigned the task of developing a systematic process/system for obtaining information that would facilitate planning efforts of other study groups.

II. Procedures

A Consumer Needs survey instrument was designed for distribution to persons with disabilities in Arkansas. The final version of the instrument was printed and mailed/ forwarded to participants from those agencies noted below.

Consumer Survey Participants and Distribution Commitments

Name of Agency/Group	No. Surveys Distributed
*Division of Aging and Adult Services and the Arkansas Association of Area Agencies on Aging	35,000
Division of Developmental Disabilities Services	4000
*Association for Retarded Citizens	2500
Division of Rehabilitation Services	2200
Division of Services for the Blind	2000
Arkansas Easter Seal Society	800
Central Arkansas Area Agency on Aging	500
*Advocacy Services	500
Arkansas Association for the Hearing Impaired	375
Mainstream Living	25
Deaf/Blind Service Project	
TOTAL	**47,940**

* Denotes publication in agency/group newsletter

A recommended deadline of May 1, 1989, has been suggested for completion and return of these surveys. Additionally, a Professional Survey is being designed for dissemination among various state/private agencies providing services to persons with disabilities. Such professionals will include occupational therapists, physicians, physical therapists rehabilitation counselors, special educators, speech therapists, and other service providers and therapists. It is anticipated that the drafting of this survey instrument will be completed by April 12, 1989. The Study Group will additionally gather information from vendors of assistive devices and disseminate acquired information to the various project Study Groups. In addition to obtaining descriptive information, both surveys are designed to provide the opportunity for consumers and professionals alike to voice their perceived needs and make recommendations/suggestions regarding technology and technology-related assistance. A cooperative effort is currently being explored with the Arkansas Highway Department, Department of Planning, whereby assistive funding for analysis of the data generated from the two surveys may be provided. Analysis of the survey data will be completed by the end of the Summer, 1989, followed by supplementary data gathering activities to assist Study Groups in their planning efforts.

III. Summary

The Consumer Needs Study Group has identified several activities as being of paramount importance for facilitating the attainment of project goals: conducting a (a) Consumer Survey, and (b) Professional Survey. Both of these activities will support other planning activities of project Study Groups currently in progress. A cooperative working arrangement with the Arkansas Highway Department is being cultivated, and additional data gathering activities will be ongoing.

IV. Conclusions and Recommendations

As noted previously, the Consumer Needs Study Group will continue to support other groups with regard to supplying information and data upon which planning activities will hinge.

TABLE 1

Estimated Number of Persons with Disabilities by Type of Disability: All Chronic Activity Limitations Statewide 1987

Main Causes of Limitations	All Ages	Under 18	18 - 44	45 - 69	70+
CATEGORICAL DISABILITIES:					
Mental Retardation	31,127	13,928	13,426	3,462	311
Autism	452	174	204	69	5
Cerebral Palsy	1,906	966	718	195	26
Epilepsy	3,642	719	2,005	741	177
OTHER DISABILITIES:					
Brain Injured	2,215	567	1,239	368	40
Spinal Bifada	359	163	143	39	14
Paralysis	3,686	256	1,080	1,669	682
Orthopedic Impairments	54,615	2,959	23,248	21,285	7,123
Absence of Limbs	3,875	197	946	1,713	1,019
Skin and Musculoskeletal	68,259	882	11,584	36,687	19,106
Blind	2,102	117	353	661	971
Deaf	1,575	325	486	415	348
Digestive Disorders	9,673	418	2,193	5,061	2,002
Circulatory Disorders	71,864	1,173	5,802	41,399	23,491
Respiratory Disorders	33,427	8,190	7,391	11,996	5,851
Mental Illness	11,128	3,776	3,607	3,064	680
Other Nervous Disorders	7,399	662	2,058	3,112	1,567
Other Conditions	23,955	4,649	6,380	9,072	3,854
TOTAL	**331,260**	**40,122**	**82,865**	**141,006**	**67,268**

***Source:** Arkansas Legislative Sub-Committee on Definition and Agency Responsibility for the Developmentally Disabled and the Governor's Developmental Disabilities Planning Council. (1988). *An examination of the impact of adopting the federal legislation of developmental disabilities in Arkansas.* Cambridge, MA: Human Services Research Institute.

TABLE 2

Population, Arkansas by Major Age Groups: 1980 - 2000*

		Projected			
	1980 Census	1990		2000	
Age Group	n	%	n	%	n	%
Under 6 years	211,665	9.3	222,248	8.7	213,781	7.7
6 - 17	458,376	20.0	449,630	17.7	467,230	16.7
18 - 44	862,250	37.7	1,027,958	40.5	1,084,524	38.9
45 - 64	441,667	19.3	473,553	18.6	630,192	22.6
65 +	312,477	13.7	367,588	14.5	395,615	14.2
All Ages	2,286,435	100.0	2,540,977	100.00	2,791,342	100.00
Median Age		30.6		33.1		36.3

*Source: Demographic Research, Center for Information Services. (1986). *Provisional projections of the population of the State of Arkansas, by county, 1980 - 2000.*, Demographic Bulletin No. 2.

TABLE 3

Number and Type of Personnel in Full-Time Equivalency of Assignment (FTE) Employed to Provide Special Education and Related Services for Handicapped Children and Youth in the 1988-89 School Year

Special Education Teachers	FTE Employed
Preschool (3 - 5):	3.56
School-Aged (6-21):	
Mentally Retarded	381.46
Hard-of-Hearing	9.80
Deaf	5.75
Speech or Language Impaired	380.33
Visually Handicapped	12.99
Seriously Emotionally Disturbed	19.47
Orthopedically Impaired	1.97
Other Health Impaired	1.56
Specific Learning Disabled	576.28
Deaf-Blind	.05
Multihandicapped	24.43
Non-Categorical	382.20
TOTAL	1,796.29

Source: State Department of Education (1980). December 1 Child Count Report and Annual Data Report, Little Rock, AR.

TABLE 4

Number and Type of Personnel in Full-Time Equivalency of Assignment (FTE) Employed to Provide Special Education and Related Services for Handicapped Children and Youth in the 1988-89 School Year*

Other Special Education and Related Services Personnel	FTE Employed
Ages (3-21):	
Vocational Education Teachers	19.04
Physical Education Teachers	10.32
Work Study Coordinators	2.50
Psychologists	11.75
School Social Workers	4.50
Occupational Therapists	3.80
Audiologists	.00
Teacher Aides	696.61
Recreation Therapists	.00
Other Diagnostic Staff	54.24
Physical Therapists	5.99
Counselors	44.67
Supervisors/Administrators	141.78
Other Professional Staff	114.95
TOTAL	1,110.15

*Source: State Department of Education (1988). December 1 Child Count Report and Annual Data Report.

TABLE 5

Number and Type of Personnel in Full-Time Equivalency of Assignment (FTE) Needed to Provide Special Education and Related Services for Handicapped Children and Youth in the 1988-89 School Year*

Special Education Teachers	FTE Employed
Preschool (3 - 5):	4.00
School-Aged (6-21):	
Mentally Retarded	14.72
Hard-of-Hearing	2.04
Deaf	.00
Speech or Language Impaired	38.10
Visually Handicapped	1.00
Seriously Emotionally Disturbed	5.50
Orthopedically Impaired	.00
Other Health Impaired	.00
Specific Learning Disabled	17.24
Deaf-Blind	.00
Multihandicapped	1.00
Non-Categorical	141.20
TOTAL	220.80

*Source: State Department of Education (1988). December 1 Child Count Report and Annual Data Report, Little Rock, Arkansas.

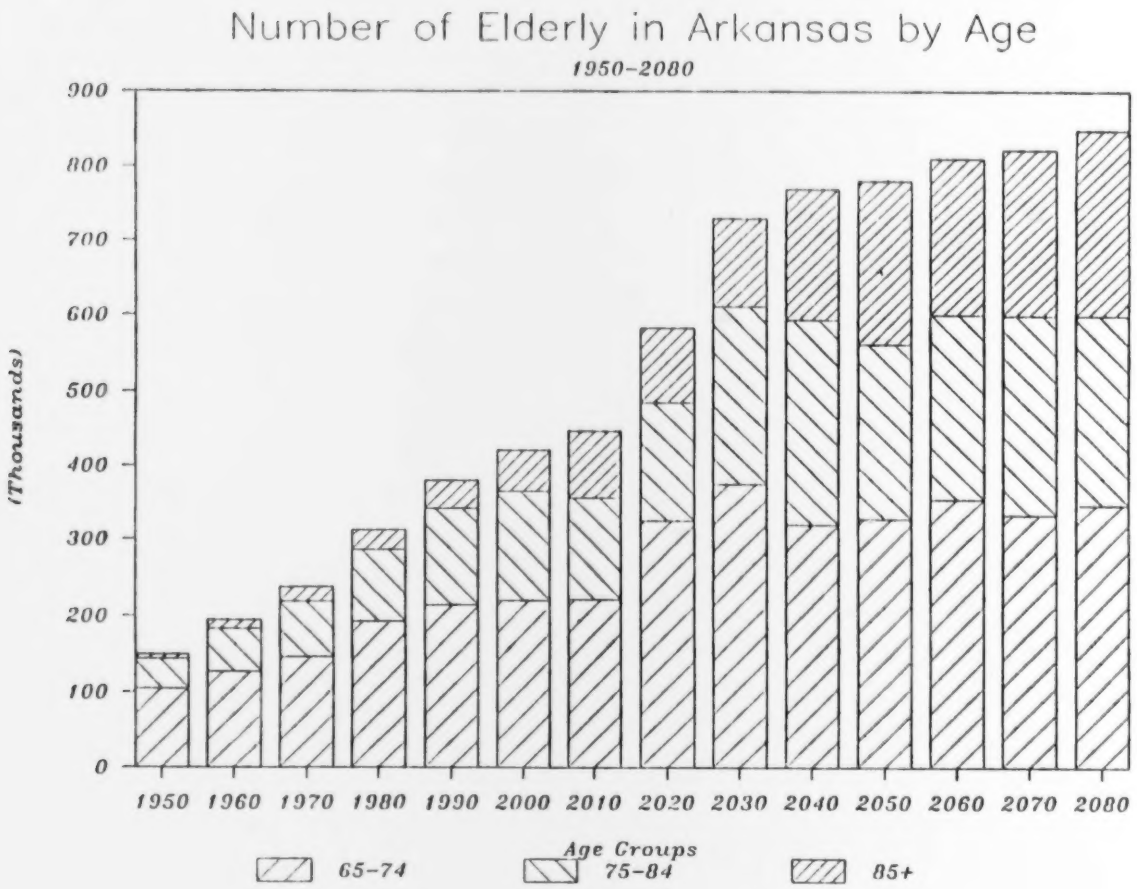
TABLE 6

Number and Type of Personnel in Full-Time Equivalency of Assignment (FTE) Needed to Provide Special Education and Related Services for Handicapped Children and Youth in the 1988-89 School Year*

Other Special Education and Related Services Personnel	FTE Employed
Ages (3-21):	
Vocational Education Teachers	.50
Physical Education Teachers	2.00
Work Study Coordinators	.80
Psychologists	.20
School Social Workers	1.28
Occupational Therapists	2.10
Audiologists	.00
Teacher Aides	53.20
Recreation Therapists	.00
Other Diagnostic Staff	10.50
Physical Therapists	1.60
Counselors	1.50
Supervisors/Administrators	8.72
Other Professional Staff	7.00
TOTAL	89.40

*Source: State Department of Education (1988). December 1 Child Count Report and Annual Data Report.

FIGURE 1



Source: Division of Aging and Adult Services (1987). *Project 2000.*